

**School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706
Social Work 861: Social Work Practice in Schools
Summer/Fall 2018**

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Office Hours: By appointment: Room 204 School of Social Work or via web conference
Credits: 2 credits (PTP) **Instructional Mode:** Online
Course Duration: July 30–December 15, 2018
Canvas Course URL: <https://canvas.wisc.edu/courses/101010>

I. Course Description

This advanced generalist elective course focuses on practice and educational settings.

Attributes and Designations: It is required for students in the School of Social Work Sub-focus of the Child, Youth and Families area. This is a course starting in summer for four weeks and continuing for the fall semester. Course counts toward 50% graduate coursework requirement.

Requisites: MSW student. Though required for school social work Sub-focus students, it is an elective course for other specializations students.

How credit hours are met: The credit standard for this course is met by an expectation of a total of 90 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled online lectures, reading, writing, studying, etc., and other student work as described in the syllabus.

II. Course Overview

Social Work in Schools provides a conceptual base for advanced generalist practice social work in educational settings. **It complements the field course** in the first semester of the advanced practice year. SW uses readings, lecture, class discussion, small group experiences, written work, and ad hoc assignments to help students to conceptualize social work skills in schools and to integrate knowledge of social work theory and practice.

Students will be able to demonstrate knowledge in and demonstrate skills in the following competencies required for School Social Work Licensure. (These will also be demonstrated in your portfolio, when submitted in the spring.)

III. Learning Outcomes: Competency Descriptions and Dimensions

- A. Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignment and behaviors learned in field experiences, and which are derived from social work knowledge, values skills, and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.
- B. Successful completion of this course implies that students will have progressed towards achieving the social work competencies and demonstrate skills needed for the required School Social Work License. Content in this course addresses requirements for School Social Worker licensure in the State of Wisconsin. It also contributes to the students' learning relative to the competencies and dimensions for advanced generalist practice in social work. The DPI Standards and the competencies addressed in this course are highlighted in the Chart found in Appendix B.

IV. Course Content

Below is an outline of topics and required readings that will be covered in this course, in order of their presentation. Unless otherwise specified, these topics and readings will correspond to the dates in the outline. Please note all readings and video clips listed are required, unless otherwise specified in this section; additional recommended readings and required individual and group activities will be posted throughout the semester on the course Canvas site.

Please note that I may adjust certain components of the syllabus, such as the schedule, readings, or due dates as the semester progresses due to emerging current events or student needs. Students will be promptly notified of any changes through communications in the Online SW 861 Canvas site with as much advance notice as possible.

Module 0—Before July 30

Topics: Course orientation, class learning community activity, and introduction to online format

- Review course syllabus and participation and guideline expectations for our Learning Community
- Start to get to know each other as a Learning Community
- Recommended Video: Instructor Introduction
- Recommended “Introduction activity” for all students

Module 1: What do School Social Workers DO? Orientation to Social Work in Educational Settings —July 30–August 4, 2018

- History and school social work roles, and overview of course and competencies
- Identify differences for social work practice in a host setting
- The unique roles and history of school social workers
- Competencies to be demonstrated in the Department of Public Instruction required portfolio

- How differences in life experiences affect supervision and may include oppression, poverty, marginalization, privilege and affect power differentials
- Policy implementations and potential impact on students in schools and their families

Required Reading: (*Both give important introduction information about school social work.*)

- Jarolmen, J. (2014). A Typical Day? In *School Social Work: A Direct Practice Guide*. (pp. 23–41). Thousand Oaks, California: SAGE Publications.
- Jarolmen, J. (2014). Introduction and Definitions: Discussion of the Skills, Techniques and Essential Practices. In *School Social Work: A Direct Practice Guide*. (pp. 42–55). Thousand Oaks, California: SAGE Publications.

Supplemental Reading:

- Constable, R. (2009). The Role of the School Social Worker. In Massat, C. R., Constable, R. & McDonald, S. (Eds.) *School Social Work: Practice, Policy and Research*. (7th ed.). Chicago, Illinois: Lyceum Books, Inc. (*May be useful to skim or read before you write Artifact #1.*)

Module 2: The Complexity of Ethics in Schools—July 30–August 4, 2018

- Ethical decision making and professionalism and the interaction of NASW Code of ethics and the Supplemental School Social Worker standards
- Ethical dilemmas that commonly occur in schools and the Ethics Standards used to make decisions
- How basic human rights and social justice intersect with code of ethics
- Theories of behaviors, personal experience impact assessments and decision making for various approaches in working with all individuals
- Evaluating outcomes for effective practice in working with individuals in schools

Required Reading:

- Supplemental Ethical Standards for School Social Workers. Nic Dibble, former State Consultant for Wisconsin Department of Public Instruction. 2014.
- NASW Standards for School Social Work, 2012 (*For review and reference.*)

Supplemental Reading:

- Allen-Meares, P. (2009) School Social Work: Historical Development, Influences and Practices. *Social Work Services in Schools*. (6th ed.) (pp. 26–44). New York, NY: Pearson Education, Inc. (*May be useful to skim or read before you write Artifact #1.*)

Module 3 Student Services Teams and Collaboration: Who does What? August 5–11, 2018

- How teams operate at schools and the complexities of service delivery
- Student Services team models
- Complexities of confidentiality in school settings and collaborative teams
- Apply theories of human behavior and social environment in assessing, providing interventions and evaluating programs
- Evaluation and interactive process of social work practice in schools with personal skill development, self-evaluation and educational teams

Required Reading:

- Jarolmen, J. (2014). Collaboration and Consultation with Parents, Faculty Staff and Administrators. In *School Social Work: A Direct Practice Guide*. (pp. 116–133). Thousand Oaks, California: SAGE Publications.

Supplemental Reading: (for reference)

- DPI Practice Guide: School Social Work <http://dpi.wi.gov/sspw/pupil-services/school-social-work>

Module 4: Educational Policy Issues: Homelessness —August 5–11, 2018

- The utilization of ethical decision making and professionalism and dilemmas that occur in working with homeless populations
- The intersection of diversity and difference in educational program implementation and forms and mechanisms of oppression and discrimination for individuals living in poverty and related intersection of privilege and power impacts on educational program implementation
- Demonstrate understanding of how oppression and poverty impact educational programming and responsibilities of school social workers in implementation of such programs
- The intersection of poverty and homelessness with basic human rights and social justice
- Homelessness law and school policies: McKinney-Vento Act
- Apply theories of human behavior and social environment in assessing, providing interventions and evaluating programs to reduce homelessness and poverty
- Evaluation and interactive process of social work practice in schools with personal skill development and self-evaluation

Required Reading: (Both are useful to read & understand for your internship.)

- Murphy, J. & Tobin, K. (2011) The Role of Schooling in Helping Homeless Children and Families. *Homelessness Comes to School*. (pp. 205–224). Corwin Press.
- Murphy, J. & Tobin, K. (2011) Ensuring Success. *Homelessness Comes to School*. (pp. 225–274). Corwin Press.

ARTIFACT #1 Due: August 11 (by midnight)**GROUP DISCUSSION POST #1: Group Summary Post Due: August 11 (by midnight)****Module 5: Special Education–Overview —August 12–18, 2018**

- Introduction to the Special Education Process and the School Social Worker Role
- Overview of the Special Education process and terminology
- Differentiate the various roles of the school social worker in this process
- Presentation of various areas of disabilities and eligibility requirements
- Forms and mechanisms of oppression and discrimination for individuals with disabilities and related intersection of privilege and power impacts on educational program implementation
- How practice incorporates knowledge and theory of human rights and social justice in

educational access and programs

Required Reading:

- Jarolmen, J. (2014). Special Education Component and School Social Work. In *School Social Work: A Direct Practice Guide*. (pp. 56–115). Thousand Oaks, California: SAGE Publications. (*This reading is important for both Module 5 AND Module 6. Key is to understand the terminology and process; no need to memorize it.*)

Supplemental Reading:

- Whitted, B., Rich, M., Constable, R. & Massat, C. (2009). Educational Mandates for Children with Disabilities: School Policies, Case Law and the School Social Worker. In Massat, C. R., Constable, R. & McDonald, S. (Eds.) *School Social Work: Practice, Policy and Research*. (pp. 254–273). (7th ed.). Chicago, Illinois: Lyceum Books, Inc. (*Useful for more details and information; feel free to skim.*)

Module 6: Special Education–Assessments/IEP Process/504—August 12–18, 2018

- Special education assessments, family history, and details of evaluation process
- School-based practice-informed research for programs and policies, both historical context and current political dynamics and impact on schools
- Apply theories of human behavior and environment in ongoing assessment, intervention and evaluation of special education and other behavior programs such as 504 plans or OHI
- IEP process and steps discussed-evidence based research and methods and culturally informed and ethical approach to IEP process and Family history assessments
- Policy implementations and potential impact on students in schools and their families, especially in relation to use of special education evaluations in the school setting

Required Reading:

- Capio, M., Swanlund, L, Thomas, G. & Leyha, E. (2016). School Social Workers and the Special Education Process: From Assessment to Individualized Education Programs to School Social Work Services. In Massat, C. R., Kelly, M., Constable, R. (Eds.) *School Social Work: Practice, Policy, and Research*. (8th ed.). (pp. 269–298). Chicago, Illinois: Lyceum Books, Inc. (*You are welcome to skim this chapter, but good for reference.*)
- Sample Family History Form on Canvas site

Supplemental Reading:

- Jarolmen, J. (2014). Special Education Component and School Social Work. In *School Social Work: A Direct Practice Guide*. (pp. 56–115). Thousand Oaks, California: SAGE Publications. (*To skim and review/reference only.*)

GROUP DISCUSSION POST #1: Individual Comment Due August 18th (by midnight).

Module 7: RTI/PBIS/MTSS–School Interventions—August 19–25, 2018

- Understanding school-based practice-informed research for RTI/PBIS/MTSS, both historical context and current political dynamics and overall differences of each approach
- Explain the impact of personal experiences and theories of behaviors that impact assessments and decision-making for intervention approaches

- School-based practice-informed research for RTI/PBIS programs and policies, both historical context and current political dynamics
- Theories of behaviors, personal experience impact assessments and decision making for various approaches in working with PBIS/RTI programs
- Evaluating outcomes for effective practice in working with behavior programs such as PBIS/RTI

Required Reading:

- Lindsey, B. & White, M. (2009). Tier 2 Behavioral Interventions for At-risk students. In Massat, C. R., Constable, R. & McDonald, S. (Eds.). *School Social Work: Practice, Policy and Research*. (7th ed.). (pp. 665–673). Chicago, Illinois: Lyceum Books, Inc. (***This chapter has very critical information to read and understand.***)
- Massat, C., Constable, R. & Thomas, G. (2009). Response to Intervention and the School Social Worker. In Massat, C. R., Constable, R. & McDonald, S. (Eds.) *School Social Work: Practice, Policy and Research*. (7th ed.). (pp. 522–531). Chicago, Illinois: Lyceum Books, Inc. (***You are welcome to skim this chapter.***)

Supplemental Reading:

- School Social Work Association of America publication, *Response to Intervention: New Roles for School Social Workers*, Shine & Mandlawitz.

PLEASE NOTE: August 25—FACE-to-FACE/Synchronous Meeting

Required for Portfolio Review session.

We will discuss the portfolio process, what is needed in it as well as look over portfolio examples.

Participation options: In-person in Madison campus (4th floor video conference room) or synchronous conference room in Eau Claire campus or via Ultra Conference at remote location.

No additional assignment or online work required for this session.

Topic: Portfolio for School Social Worker License—More in-depth follow-up

- Ethical decision making and professionalism and the interaction of NASW Code of ethics and the Supplemental School Social Worker standards in relation to their portfolio
- State and Federal laws that impact school social work licensure
- Methods of evaluation that are appropriate for understanding school social work professional development and standards
- Self-reflection, evaluation and consultation regarding portfolio development

GROUP DISCUSSION POST #2: Group Summary Post Due: August 25 (by midnight)

BREAK—September 1, 2018. Enjoy your Labor Day holiday. No assignments due.

Module 8: Educational Policy & Social Justice Issues: Truancy and Attendance—September 2–8, 2018

- Drop-out prevention, truancy and attendance issues, teen pregnancy
- State statutes and attendance laws: State statute 118.15; 118:16
- Forms and mechanisms of oppression and discrimination in relation to teen parents and students with high truancy; discuss related intersection of privilege and power impacts on

school programming and access

- The intersection of poverty and homelessness with basic human rights and social justice
- Policy and policy development impact on students with poor school attendance and issues related to teen parenting
- Theories of human behavior and social environment in assessing, providing interventions and evaluating programs to reduce truancy, increase attendance and work with issues related to teen parenting
- Appropriate interventions for selected populations in relation to truancy and teen parenting
- Evaluating outcomes for effective practice in working with attendance and teen parenting programs

Required Reading:

- Leyba, E. & Massat, C. (2009). Attendance and Truancy: Assessment, Prevention and Intervention Strategies for School Social Workers. In Massat, C. R., Constable, R. & McDonald, S. (Eds.) *School Social Work: Practice, Policy and Research*. (7th ed.). (pp. 692–709). Chicago, Illinois: Lyceum Books, Inc. (*You may choose to skim this.*)
- Department of Public Instruction Web Site: Drop Out Prevention Screening Tool (DEWS)

Supplemental Reading:

- <http://www.attendanceworks.org>

GROUP DISCUSSION POST #2: Individual Comment DUE September 8, 2018 at Midnight.

Module 9: Restorative Practices in School Settings—September 9–15, 2018

- Exploration of various evidence-based research and practices of Restorative Justice
- Policy practices, especially behavior interventions impact in relation to restorative practices in school
- Forms and mechanisms of oppression and discrimination for various individuals and related intersection of privilege and power impacts in relation to use of restorative practices
- Intersectionality of multiple factors that impact use of restorative practices including age, class, race, religion, disability, gender identity and expression, religion and culture
- Assess and evaluate the school district’s use of restorative practices for fidelity of application and use with behavior issues

Required Reading:

- Gorski, P. (2018). The Trouble with the “Mindset of Poverty” and Other Stereotypes about People Experiencing Poverty. In *Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap*. (2nd ed.). (pp. 67–84). New York, NY: Teachers College Press. (*This reading has critical concepts to read, review and understand.*)
- Various You Tube videos on Canvas site.

Module 10: Exploring Race Relations in Schools—September 16–22, 2018

- Systemic racism, school climate, micro-aggressions, and “intent vs. impact” of various programs

- Forms and mechanisms of oppression and discrimination for various individuals and related intersection of privilege and power impacts in relation to school achievement and programs as well as the impact on identity for students
- Intersectionality of multiple factors that impact racism, especially in schools (including age, class, race, religion, disability, gender identity and expression, religion, culture)
- How the “school to prison pipeline” affects policies and policy implementation in schools
- The impact of various behavior programs in schools in relation to privilege and power
- Theories of behaviors, personal experience impact assessments and decision making for various approaches in working with diverse individuals
- Appropriate interventions for selected populations
- Evaluating outcomes for effective practice in working with diverse individuals

Required Reading:

- Teaching Tolerance. *Responding to Hate and Bias at School and Speak up at School*. Montgomery, Alabama: A Project of the Southern Poverty Law Center.
- You Tube videos on Canvas site. *Moving the Race Conversation Forward* and *#HatchKids discuss Microaggressions*.

Supplemental Reading:

- Sue, D.W, Capodilupo, C, Troino, G., Bucceri, J., Holder, A., Hadal, K. & Esquilin, M. (2007). Racial Microaggressions in Everyday Life: Implications for Clinical Practice. *American Psychologist*, 67,271–286. doi: 10.1037?0003-066X.62.4.271.
- NEA Ed Justice & Race Forward. *Creating the Space to Talk About Race in Your School*. (2017).
- Video on Canvas: White Riots vs. Black Protests

ARTIFACT #2 Due: September 22 (by midnight)

Module 11: Groups and Classroom Social Worker Role in Schools—September 23–29, 2018

- School-based practice-informed research for classroom-based and small group programs and policies, both historical context and current political dynamics
- Theories of behaviors, personal experience impact assessments and decision making for various approaches in working with diverse individuals in small groups and classroom settings
- Appropriate interventions for selected populations in classrooms and groups
- Evaluating outcomes for effective practice in working with diverse individuals in various school settings, especially in small group and classroom work

Required Reading:

- Jarolmen, J. (2014). Engagement, Assessment, and Intervention Skills in the School for Groups Using a Variety of Practice Methods. In *School Social Work: A Direct Practice Guide*. (pp. 215–232). Thousand Oaks, California: SAGE Publications.
- Garrett, K. (2016). Evaluation of School-Based Counseling Groups. In Massat, C. R., Kelly, M., Constable, R. *School Social Work: Practice, Policy, and Research*. (8th ed.). (pp. 517–530). Chicago, Illinois: Lyceum Books, Inc. (*You are welcome to skim this chapter.*)

Supplemental Reading:

- “Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Measures.” Susanne A. Denham, George Mason University. (*Useful resource guide; feel free to skim.*)

Module 12: Exploring LGBTQ+ Issues in schools—September 30–October 6, 2018

- Forms and mechanisms of oppression and discrimination for LGBTQ individuals and related intersection of privilege and power impacts
- State and Federal laws and policies that impact LGBTQ+ individuals in school settings
- Interconnections of LGBTQ issues with social and economic justice and strategies to employ to eliminate oppressive barriers
- Theories of behaviors, including personal experience, that impact assessments and decision making for various approaches in working with LGBTQ individuals
- Appropriate interventions for selected populations
- Evaluating outcomes for effective practice in working with LGBTQ individuals

Required Reading:

- *Teaching Tolerance* magazine. (Summer 2015). Know the Difference: LGBTQ Info. (*This one is important to read and understand.*)
- SAMHSA’s Guide: <http://store.samhsa.gov/product/PEP14-LGBTKIDS> (*This site is one to skim and bookmark for future reference.*)

Supplemental Reading:

- "Helping families to Support their LGBTQ Children". *Article available at:* The SAMHSA website (Substance Abuse and Mental Health Services Administration).
- *Teaching Tolerance* Magazine, (2013) Best Practices: Creating an LGBT-inclusive School Climate.
- “Gender Spectrum Guide” from www.genderspectrum.org

Module 13: Teen Sexual Activity & Confidentiality—October 7–13, 2018

- Managing clinical concerns and teen parent programs
- Scenario discussions and activities to address ethical decisions and professional decision making affecting mandatory reporting and collaboration with other agencies
- Laws and policies affecting the specifics of teen sexual activity, what it entails and the effects upon mandated reporting
- Theories of behaviors, including personal experiences, that impact assessments and decision making for various approaches in working with youth
- Appropriate interventions for various clinical concerns
- Evaluating outcomes for effective practice in working with children and teens in relation to
- confidentiality and other clinical concerns in schools

Required Reading:

- Dibble, N. Wisconsin Dept. of Public Instruction. Reporting Requirements for Sexually Active Adolescents: Suggested Procedures for Educators

- Department of Health & Human Services; Family & Youth Services Bureau. Working with Pregnant & Parenting Teens Tip Sheet

ARTIFACT #3 Due: October 13 (by midnight)

Module 14: Violence Prevention and Threat Assessment—October 14–20, 2018

- Theories of behaviors, including personal experience, that impact assessments and decision making for various approaches in working with at-risk individuals; risk factors vs. warning signs
- Evidence-based assessments used in schools for screening for harm to self or others
- Strategies to employ for change that are designed to eliminate oppressive structural barriers to ensure economic, social and cultural human rights are protected
- Appropriate interventions for selected populations
- Evaluating outcomes for effective practice and evidence based assessments used in schools for working with at-risk individuals, especially at your school internship

Required Reading:

- Raines & Dibble. (2011). Managing Clinical Concerns. In *Ethical Decision Making in School Mental Health*. (pp. 128–158). New York, NY: Oxford University Press.

Module 15: Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIP) — October 21–27, 2018

- Evidence-based assessments used in schools for Functional Behavioral assessments
- Understand the overall concept and uses of FBA's and BIP's in schools and the process of implementation
- Evaluating outcomes for effective practice and evidence based assessments used in schools for working with at-risk individuals, especially at your school internship
- Strategies to employ for change that are designed to eliminate oppressive structural barriers to ensure economic, social and cultural human rights are protected

Required Reading:

- Jarolmen, J. (2014). Engagement, Assessment, and Intervention Skills in the School for Individuals Using Evidence-Based Practice Modalities and Other Practice Methods. In *School Social Work: A Direct Practice Guide*. (pp. 179–214). Thousand Oaks, California: SAGE Publications.
- Functional Behavioral Assessment web site on DPI web page:
<http://dpi.wi.gov/sped/topics/functional-behavioral-assessment>

Supplemental Reading:

- CESA 12 Functional Behavioral Assessment Guide, FBA steps

GROUP DISCUSSION POST #3: Group Summary Post Due: October 27 (by midnight)

PLEASE NOTE: November 3—FACE-to-FACE/Synchronous Meeting

Required for Portfolio Review session.

We will discuss the portfolio process, what is needed in it well as look over portfolio examples.

Participation options: In-person in Madison campus (4th floor video conference room) or synchronous conference room in Eau Claire campus or via Ultra-conference at remote location.

Topic: Portfolio for School Social Worker License—More in-depth follow-up

- Ethical decision making and professionalism and the interaction of NASW Code of ethics and the Supplemental School Social Worker standards in relation to their portfolio
- State and Federal laws that impact school social work licensure
- Methods of evaluation that are appropriate for understanding school social work professional development and standards
- Self-reflection, evaluation and consultation regarding portfolio development

Required Reading: Bring the start of your portfolio to class and specific questions.

GROUP DISCUSSION POST #3: Individual Comment Due November 3, 2018 Midnight

Module 16: Mental Health Issues in Schools: System-wide Intervention and Trauma Informed Care in the Schools—November 4–10, 2018

- Forms and mechanisms of oppression and discrimination for individuals with mental health issues as well as related intersection of privilege and power impacts to school achievement and programs as well as the impact on identity
- Intersectionality of multiple factors that impact racism (including age, class, race, religion, disability, gender identity and expression, religion, culture)
- Strategies to employ for change that are designed to eliminate oppressive structural barriers to ensure economic, social and cultural human rights are protected
- Research-informed practice regarding trauma and what is meant by “Trauma Informed Schools”
- Application of theories to assessment of programs and individuals and treatment options available in school settings
- Evaluating outcomes for effective practice and evidence based assessments used in schools for working with at-risk individuals

Required Reading:

- Helping Traumatized Children Learn, A Report and Policy Agenda, Massachusetts Advocates for Children, 2005 & 2009. *Free download of copy* at: www.massadvocates.org. (*This is a lengthy report; feel free to skim yet keep your copy for future reference.*)
- Ginwright, S. (2018). The Future of Healing: Shifting from Trauma Informed Care to Healing Centered Engagement. *Medium*. Retrieved from <http://medium.com/@ginwright>

Supplemental Reading:

- Trauma Sensitive Schools, various documents from DPI on Canvas site
- “The Wisconsin School Mental Health Framework” DPI document
- U.S. Dept. of Health & Human Services, Maternal and Child Health Bureau. Fact Sheet: Bullying as an Adverse Childhood Experience (ACE)
- Baffour, P. (2016). Council or Criminalize? *Center for American Progress*. Brief.

ARTIFACT #4 Due: November 10 (by midnight)

Module 17: Mental Health Issues in Schools: CBT & Other Approaches—November 11–17, 2018

- Discuss strategies to employ for change that are designed to eliminate oppressive structural barriers to ensure economic, social and cultural human rights are protected
- Discussion based upon research-informed practice and what is meant by “CBT in Schools” and research based approaches
- Application of theories to assessment of programs and individuals and treatment options available in school settings, especially focus on CBT approaches
- Evaluating outcomes for effective practice and evidence based assessments used in schools for working with at-risk individuals, particularly in relation to CBT in schools

Required Reading: (*Both of these chapters have a lot of important information!*)

- Joyce-Beaulieu & Sulkowski, M. (2015). Effectively Integrating CBT Counseling into School Services. In *Cognitive Behavioral Therapy in K-12 School Settings*. (pp. 1–26) New York, NY: Springer Publications.
- Joyce-Beaulieu & Sulkowski, M. (2015) What Is Cognitive Behavioral Therapy? In *Cognitive Behavioral Therapy in K-12 School Settings*. (pp. 29–41) New York, NY: Springer Publications.

Supplemental Reading:

- “Mental Health, Social, Emotional and Behavioral Screening and Evaluation Compendium”. Center for School-Based Mental Health Programs. Ohio Mental Health Network for School Success. (*Good for reference.*)

BREAK—November 23, 2018. Enjoy your Labor Day holiday. No assignments due.

Module 18: Grief Issues in Schools—November 25–December 1, 2018

- Discussion based upon research-informed practice and approaches to identify signs of and appropriate interventions to deal with grief in schools
- Application of theories to assessment of programs, grief groups and individual intervention options available in school settings.
- Evaluating outcomes for effective practice and evidence based assessments used in schools for working with at-risk individuals and overall school supports in schools during a crisis at school or in the community
- Appraise community resources available for supports for schools reacting in larger grief/trauma situations

Required Reading:

- Goldman, L. (2006). Best Practice Grief Work with Students in School. In Franklin, C., Harris, M., Allen-Meares, P. (Eds.) *School Services Sourcebook* (pp.567–575). New York, NY: Oxford Press.

Supplemental Reading:

- The Tristesse Grief Center. (2016) Retrieved from <https://thegriefcenter.wordpress.com>

Module 19: School-to-Prison Pipeline—December 2–8, 2018

- Achievement gap, “unintended consequences” and the role of the school social worker
- Forms and mechanisms of oppression and discrimination for various individuals and related intersection of privilege and power impacts in relation to school achievement and programs as well as the impact on identity for students
- Intersectionality of multiple factors that impact racism, especially in schools (including age, class, race, religion, disability, gender identity and expression, religion, culture)
- How various State, Federal and local laws and school policies affect students and families, especially what is meant by “unintended consequences”
- Impact of various behavior and attendance programs in schools in relation to privilege and power
- Theories of behaviors, personal experience impact assessments and decision making for various approaches in working with at-risk and diverse individuals
- Appropriate interventions for selected populations
- Evaluating outcomes for effective practice in working with at-risk and diverse individuals
- Recognize the importance of ongoing evaluation of programs, and their impact, in the dynamic and interactive process of social work practice on all levels

Required Reading:

- Brake, A. & Livingston, L. (2016) Tackling Oppression in Schools: Skills for School Social Workers. In Massat, C. R., Kelly, M., Constable, R. (Eds.) *School Social Work: Practice, Policy, and Research*. (8th ed.). (pp. 368–386). Chicago, Illinois: Lyceum Books, Inc.
- School to Prison Pipeline, *Teaching Tolerance*

Supplemental Reading:

- *Module 3: Positive Parent Engagement* from DPI, Wisconsin School Mental Health Initiative, Youth Mental Health Supplemental Learning Series.
- *Motivational interviewing as a framework to guide school based coaching*. Lee, Jon, Frey, Andy, Herman, Keith, and Reinke, Wendy. *Advances in School Mental Health Promotion*, 2014 Vol. 7, No. 4, 225–239. <http://dx.doi.org/10.1080/1754730X.2014.949515>
- National Opportunity to Learn Campaign. *Opportunity Gap*. Retrieved from www.otlcampaign.org.

FINAL PAPER Due: December 8 (by midnight)

Module 20: Evaluation in the Education Setting, WECAN & Licensing—December 9–15, 2018

- Utilization of ethical decision making and professionalism and the interaction of NASW Code of ethics and the Supplemental School Social Worker standards in relation to their portfolio and PDP for school district
- State and Federal laws that impact school social work licensure and how it interacts with various school district evaluation forms and continuing education
- Methods of evaluation that are appropriate for understanding school social work professional development and standards that are used by school districts-how to make them “fit” for social work using DPI recommendations

- Self-reflection, evaluation and consultation regarding portfolio development, evaluations by school district personnel and continuing professional development as a school social worker
- Next steps professionally and where to turn for support in the future as a school social worker
- Commitment to lifelong learning and how to continually update their skills to ensure they are relevant and effective

Required Reading:

- Jarolmen, J. (2014). Practice Evaluation. In *School Social Work: A Direct Practice Guide*. (pp. 273–293). Thousand Oaks, California: SAGE Publications.
- Department of Public Instruction Website about Educational Licenses: <https://dpi.wi.gov/tepd/elo/in-state/wi-pupil-services-tips> and <https://dpi.wi.gov/tepd/> (**We will review in Module 20 lecture.**)

Supplemental Reading: (For your review & reference only.)

- NASW Code of Ethics
- Supplemental Ethics for School Social Workers

V. Texts and Reading Materials

Required Texts

1. Jarolmen, J. (2014). *School Social Work: A Direct Practice Guide*. Thousand Oaks, California: SAGE Publications.
 - Order book on-line from sites such as Amazon, Valore books, Half.com etc.
 - You need to purchase this book (new or used)
 - There is also one copy available for review in the UW School of Social Work library.
2. *School Social Work Practice Guide*. DPI Publication on line. Provided at no cost. See Wisconsin Department of Public Instruction Website. <http://dpi.wi.gov/sspw/pupil-services/school-social-work/contents>
3. Additional reading materials and videos will be posted on the Canvas site (some are chapters selected from the listing below of Recommended Readings).

Recommended Readings

1. Allen-Meares, P. (2009) *Social Work Services in Schools*. (6th ed.) New York, NY: Pearson Education, Inc.
2. Gorski, P. (2018). *Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap*. (2nd ed.). New York. NY: Teachers College Press.
3. Joyce-Beaulieu, D. and Sulkowski, M. L. (2015). *Cognitive Behavioral Therapy in K-12 School Settings*. New York, NY: Springer Publishing Co.
4. Massat, C. R., Kelly, M., Constable, R. (Eds.) (2016) *School Social Work: Practice, Policy, and Research*. (8th ed.). Chicago, Illinois: Lyceum Books, Inc.
5. Massat, C. R., Constable, R. & McDonald, S. (Eds.). (2009). *School Social Work: Practice, Policy and Research*. (7th ed.). Chicago, Illinois: Lyceum Books, Inc.
6. Murphy, J. & Tobin, K. (2011) *Homelessness Comes to School*. Corwin Press.

- Raines, J. & Dibble, N. (Eds.) (2011). *Ethical Decision Making in School Mental Health*. New York, NY: Oxford University Press.

Recommended Professional Affiliations

- Wisconsin School Social Work Association (WSSWA)*: Excellent organization at a statewide level. Offers free membership to graduate student in SSW and has a yearly conference in Green Lake, Wisconsin. Website is www.wsswa.org.
- School Social Work Association of America (SSWAA)*: Excellent organization looking exclusively at SSW issues on a national level. Offers free membership for graduate students in SSW as well as providing a free online service that highlights research and topics in SSW. Website is www.sswaa.org.
- The American Council for School Social Work (ACSSW)*: A new and emerging leadership organization promoting leadership, practice and research innovations in school social work. Because the organization is in development, their journal is on-line and free. Within the next year, I expect access to their on-line journal to be restricted to members. Website is www.acssw.org
- National Association of Social Workers (NASW)*: Strong national group providing leadership in the general field of social work. NASW also publishes a quarterly journal dedicated to SSW called *Children and Schools*.

Current News and Media Information

Throughout the semester, students are encouraged to share articles and news reports they have found pertaining to course topics. By incorporating media reports on school social work and education overall, students explore the relevance of the course in every-day life. When a student identifies an article to share, email the link to the entire class via Canvas and responsive comments will be generated.

VI. Evaluation: Assignments, Grading and Methods

Please note that the University requires that courses extending across two terms be given a separate grade for each term. All students in this course will receive a grade of **P (Progress)** at the end of the semester or an **NR (No Report)** if they are a special student. “P” and “NR” are temporary grades specifically designed for courses extending beyond one term that will be replaced at the end of the entire course when the final grade you earn for the full 18 weeks is assigned.

All papers are also to be included in your Portfolio (when it is due in spring semester).

<i>Assignment</i>	<i>Due Date</i>	<i>Points</i>
Journal Entries	Ongoing weekly	18
Group Based Discussion Posts & Individual Reaction Comment #1	Group Post 8/11 Individual comment 8/18/18	4

Group Based Discussion Posts & Individual Reaction Comment #2	Group Post 8/25 Individual comment 9/8/18	4
Group Based Discussion Posts & Individual Reaction Comment #3	Group Post 10/27 Individual comment 11/3/18	4
Artifact 1	8/11/18	10
Artifact 2	9/22/18	10
Artifact 3	10/13/18	15
Artifact 4	11/10/18	15
Final Paper	12/09/18	20
Total Maximum Points:		100

Points for final grade:

- A 94–100 Outstanding; surpasses expectations in all areas
 AB 88–93 Surpasses expectations in many areas
 B 82–87 Meets expectations in all areas
 BC 76–81 Meets expectations in some areas; below in others
 C 70–75 Below expectations in most areas, not acceptable graduate work
 D 64–69 Below expectations in all areas
 F <64 Fails to meet minimal expectations in all areas, not acceptable work

Assignment Descriptions and Instruction

- Journal Entries: 18 points total
 - Each week there are several questions for you to answer in the on-line Journal. You must answer each question with a minimum of a 2–3 sentence paragraph and address each area in the question. This is a more informal writing assignment each week. No references are needed; just answer the reflection questions. Although all comments are personal reflections and answers and are more informal, professional language and comments are always required.
 - 1 Point will be granted for completion each module, when entry is due. 18 points total.
- Collaborative Group Discussion Posts: 18 points total (4 each)
 - The goal of discussion posts is to create dialogue between students in a format that, to some degree, recreates the many challenging and fulfilling aspects of in-class discussion in the online format used for this class.
 - There will be THREE discussion posts required in this format.

How the Discussion Group works:

- YOU are assigned a “collaborative Discussion group for the course”
- YOUR GROUP needs to pick a time you can all “talk” on line with each other in ultra-conference
- The assignment for each Discussion Assignment is given to your group at the end of

- materials in a Module
- Then the GROUP summary posted on the Discussion Board is due the following Saturday at midnight
- YOU as an individual then read the other group postings and comment on ONE of them, this is due by that next Saturday (after the Group Post is due).

This is how it looks with the specific dates:

- Discussion #1
 - Described at the end of Module 2: 8/4/18
 - Group Summary post is due by 8/11
 - Individual comment on a different group's postings due by 8/18
- Discussion #2
 - Described at the end of Module 6: 8/18/18
 - Group Summary post is due by 8/25
 - Individual comment on a different group's posting is due on 9/4
- Discussion #3
 - Described at the end of Module 14: 10/20/18
 - Group Summary post is due by 10/27
 - Individual comment on a different group's posting is due on 11/3

A couple of ground rules for posting on the discussion board:

- In order to create a climate of open and honest dialogue, it is important to treat classmates with respect in discussion posts. Professional language and responses only.
- Use full and grammatical sentences for your posts. This is not Twitter.
- Use person-first language in your discussion posts.
- Use a strengths-based perspective when discussing students and in responding to your classmates.

3. Artifacts: Brief Critical Thinking Papers (2–4 pages each)

(See both specific and overall grading descriptions.)

- a. **ARTIFACT #1:** Write a brief summary of the history of education and how it relates to the history of school social work (based upon assigned readings).

This is a necessary assignment for your portfolio.

DUE DATE: August 11, 2018

Description of the assignment: In this assignment, the student will clearly and concisely demonstrate your understanding of the **readings from week one and two and describe how the history of education has impacted the history of school social work;** specifically use these readings from Module 1 & 2:

- Chapter 1: The Role of the School Social Worker (Massat, et. al 7th edition)
- Chapter 2: School Social Work: Historical Development, Influences and Practices.

Sixth edition 2009 (Allen-Meares, Paula)

Specific grading and requirements of the assignment: (10 points maximum)

- A brief overview of the history of school social work, laws that affected the development of it and how they impacted it. **4 points**
- A critical evaluation of social trends that impacted and interacted with the laws to create our current school system and current social worker roles. **3 points**
- Overall writing is clear and shows an understanding of how the history connects to current day with all material properly cited. **3 points**

b. **ARTIFACT #2:** Description and **critical analysis** of RTI or PBIS used in your district.

DUE DATE: September 22, 2018

Description of the assignment: Students will describe the RTI and/or PBIS system used by the district you are placed in your internship. Besides an overview of the program itself, you are to discuss the implementation status and integrity of the programs as well as the role played by the school social workers in your district in regard to RTI/PBIS.

Specific grading and requirements of the assignment: (10 points maximum)

- Overall explanation about RTI and PBIS and the system used by your district, the purpose of PBIS and how students are placed on the RTI levels. **3 points**
- Specific description of how RTI and PBIS are implemented in your district, training for staff overall with particular focus on the role of the school social worker. **3 points**
- Critical analysis of how the program actually works and is evaluated. Pay special attention to particular groups that may experience discrimination or may be targeted unfairly by how the program is implemented. **4 points**

c. **ARTIFACT #3:** Write a **critical analysis** of HOW the school social worker operates in your school district in regard to the policy and procedure on either homelessness or truancy.

DUE DATE: October 13, 2018

Description of the assignment: In this assignment, the student will begin to critically examine a school district policy (either homelessness or truancy) and analyze not only the policy implantation, but also how the school social worker in your district or building operates in the policy implementation.

Specific grading and requirements of the assignment: (15 points maximum)

- Clear explanation of the law and policy you have chosen to discuss (McKinney Vento law or State Statues regarding mandatory attendance) and the description of the policy of your district. **5 points**
- Describe the role of the school social worker in your district, especially focus on any procedures or strategies implemented by them. **5 points**

- Analyze the impact of the role of the social worker on not only their time commitment to that implementation but the pros and cons of that role in relation to student and family outreach and relationship building. **5 points**

d. ARTIFACT #4: Formal or Informal Assessment

DUE DATE: November 10, 2018

Description for this assignment: This is an artifact that is to show an actual formal assessment you administer to a student and/or parent about their child. It also must describe the school district’s procedure and process and how you followed this process with a personal reflection about the overall process.

Specific grading and requirements of the assignment: (15 points maximum)

- Brief description of the assessment itself (what it is and why it was used) and the usual school procedure for use of this assessment. **3 points**
- Include the actual assessment/screener itself. (Include the actual too also, like Hamilton Screener, Achenbach, Conners, BASC-2, CBITS screener, etc.). **8 points**
 - If you are able to do the assessment yourself (under supervision) then include the actual filled in assessment with identifying names/info changed or blacked out.
 - If you are not able to do a full assessment yourself, then include a blank assessment form with a detailed description of an assessment you were able to review or detailed description of how the assessment is usually administered and scored.
- Discuss how the process of the assessment/screener went for you; include any challenges or roadblocks as well as personal reflection on asking some difficult questions to students and/or parents. **4 points**

ARTIFACT GRADING RUBRIC: General Information for format and style

Artifact writing assignments are designed to be directly relevant to the teaching of knowledge, values and skills in the field of social work. They are also in adherence with the Wisconsin State Licensing Standards for School Social Workers and these should be included in the student’s portfolio. Portfolio artifacts should be included in the portfolio and will be submitted for approval second semester. Each artifact assignment should be 2–4 pages in length.

General Grading Rubric is as follows:

<i>Exemplary</i>	<i>Acceptable</i>	<i>Minimal</i>	<i>Attempted</i>
Paper is written in a clear, logical format with smooth transitions between topics. All sources are cited, margins are one inch, 12-point font is	Paper is written in a logical format with somewhat choppy transitions between topics. All sources are cited, margins are one inch, 12-	Paper is somewhat difficult to understand. The length of the paper does not meet the	Paper is difficult to understand. Sources are not cited, paper does not meet the minimum 2-page requirement.

used and the paper is double-spaced. The length of the paper is 2-4 pages not including the cover page and the reference page. (if needed)	point font is used and the paper is double-spaced. The length of the paper is 2-4 pages not including the cover page and the reference page.	minimum 2-page requirement.	
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4. Final Paper: 20 POINTS

DUE DATE: December 9, 2018

Choose EITHER A) or B) to complete: Both of these assignments are critical components needed for your portfolio, but only one is needed for your final paper in this course.

a. **Option A) Classroom or Group session at your placement.**

Description of assignment:

Using evidence-based methods, determine the topic and setting, compose a lesson plan, lead the classroom or group session and compile evaluation of the session. Write a reflection on this process and attach a copy of the lesson plans. This must be a group you facilitate or co-facilitate with students in the school.

Specific grading and requirements for assignment: (20 points maximum)

- Description of group; topic, membership and setting. Be sure to describe HOW the members were chosen as well as why this topic was chosen. Who are the facilitators? What form of parent permission was needed? **5 points**
- Lesson plans for the group- include an overall outline of topics and lessons for each week. It is good to include at least one week that is more specific and may include activity examples or specific discussion summary. The lesson plans CAN be ones from pre-made curriculum or from another organization (like Hospice). Indicate if you created the lessons or if it is from a pre-made curriculum and where you got it. (Do you know if it is evidence-based?) **8 points**
- Evaluation of the group- include a copy of the evaluation given to students (if you were able to complete the entire group), or a copy of what the evaluation might look like (if the group is just starting). **5 points**
- A brief summary of how things went overall with the group. Were the students responsive? Were there any issues from teachers that prevented the group from meeting when planned? Any other barriers or challenges? **2 points**
- *Length of paper* is determined by how complete you are with each area above. However, the general length should be between 4-6 pages for the description and summary with LESSON PLANS and EVALUATION FORM **also attached.**

OR:

b. Option B) Special Education IEP-Social History and IEP Process

Description of Assignment:

Following your school district's form, write a complete family history or social history that could be used for a special education evaluation or IEP. Be sure to include the district procedure you followed as well as any staff consultation in the process. (Ideally, you should be able to present this family history at the IEP meeting.)

Specific grading and requirements for the assignment: 20 points maximum

- Describe your district's procedure for Special Education initial evaluation or Annual IEP for students and the role of the school social worker in it. Be sure to discuss how parents and teachers are involved also. **4 points**
- Include a copy of the IEP form, format or description of the format used in your district for the evaluation documentation and process. **3 points**
- Complete and actual family history or IEP social history and **attach this to your paper. 9 points**
 - Be sure to use a complete family history format; either one used by your district or use the sample one from the Jarolmen text.
 - Be sure all names and identifying information is changed or blanked out on your paper.
 - Indicate if the family history was done through interview, phone interview and/or records review with consultation.
 - Also, indicate if you were the key interviewer or if you had to be more of an observer. (If you were an observer, be sure to be a part of writing the family history with the key interviewer.)
- Describe the next steps in the IEP process after you completed the family history. Were you able to present the information directly to the family at the IEP? If so, briefly describe that process and any challenges that occurred. If not, briefly describe how the report will be presented and follow-up with your supervisor to get any feedback of what occurred at the IEP. **4 points**
- Length of paper is determined by the depth of your description and summary. The usual length for this portion is 4-6 pages. The actual family history length is determined by the form used (either your district or sample from the Jarolmen text). But, it must be complete. But, the family history itself **must be attached** with this paper.

VII. Course Policies

Class Climate:

Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly, diverse viewpoints shared and activities approached with maximum curiosity and enthusiasm. Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. Please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Because the

class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

I am firmly committed to diversity and equality in all areas of campus life and in building an inclusive space where everyone feels safe and welcome. I recognize that we all have biases. Discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization in my classroom. We all have a responsibility to hold in our minds the disproportionate impact systems and "isms" have on marginalized people. I invite you to bring any concerns in this regard to my attention.

Students are expected to:

- Participate in class activities weekly and read required materials prior to responding to class discussions/forums.
- Participate in online class discussions (in Canvas).
- Complete and submit all assignments as required.
- Advocate for yourselves as individuals or as a group and present any questions or concerns to me that may require me to adjust the course presentation to enhance learning for all.
- Tell me what accommodations are necessary for you to obtain equal access to the class. Maintain standards of academic integrity as described by the School of Social Work and University.
- Model and reinforce an atmosphere of respect and open communication in furtherance of a classroom culture of shared learning.

As the instructor, I am committed to:

- Being available to students many and varied times each week (e.g. days, evenings, weekends) to answer questions and respond online to student concerns.
- Offering a wide range of learning opportunities that invite students to engage the material and enhance their own ability to perform ethically and strategically in educational settings.
- Supporting a comfortable and open atmosphere online that is conducive to shared learning.
- Assuring that course objectives are met.
- Assuring that the classroom and course materials are stimulating and accessible (per ADA requirements) to all students.
- Inform students of any changes to the syllabus as soon as practicable.

Student Behavior Policy:

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class or online conversations.

The following is a list of expectations of student's display of personal integrity:

- Critical Thinking and questioning are KEY to class participation.

- Respect another person's viewpoint with which you may disagree. Make no assumptions about a person's background or that we all share similar experiences.
- Respect another student's right to be heard.
- Demonstrate a capacity to accept and embrace diversity.
- Read the material and be prepared for class!!

Clarification:

If there is something about an assignment that is unclear to you, it is your job to bring this to my attention in advance of the due date.

Reading Assignments:

You are expected to have read, viewed and listened to all assigned material prior to the class date under which the required readings are listed above. Reading and critically evaluating what you have read is necessary so that you can process your learning, actively participate in class discussions, and successfully complete written assignments. Canvas: All students are required to access Canvas for course content and assignments. If you have difficulty with Canvas, you should contact the DoIT helpdesk.

Written Assignment Policy and Format:

- All written assignments (except email questions) are to be computer-generated and compatible with Microsoft Word (.doc or .docx formats).
- Format these assignments using one-inch margins, double-spacing, and a 12-point font.
- Always include a cover sheet (not counted as one of the required pages) with the title of the assignment, your name, the date turned into the instructor, course number, and course title.
- All assignments should be reviewed thoroughly for spelling, grammar, and style. Citations must be in the APA style, but papers need not have APA-style headers and title pages. Consult the UW writing center's guide for APA formatting <http://writing.wisc.edu/Handbook/DocAPA.html>.
- Reference pages must be on a separate sheet from the paper (not counted as one of the required pages). When required to use references, you should lean towards the use of peer-reviewed journals. Websites may be used as references, but must be referenced with a live link/hyperlink so that I may access it as well for content relevance and legitimacy.
- **Papers should be submitted to the appropriate Canvas site assignment by midnight (11:59pm) of the due date.** Depending on your Canvas notification settings, you may receive a confirmation e-mail when your paper is successfully submitted. It is your responsibility to be sure your paper has been downloaded properly. I will adhere to the policy on late assignments if an assignment is not submitted to the appropriate Canvas assignment by the date and time it is due.

Late Assignment Policy:

The assignments listed above are due by midnight (11:59) on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should **contact the instructor prior to the due date**. Unapproved late assignments may be marked down three points for each day they are late.

Appealing a Grade:

Your goal for this and other courses should be to make the most of your learning experience, and not to simply "get an A." Grade expectations should NOT be based on what you have received in other courses—this is never a legitimate argument for appealing a grade. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing and provide this to me. Your reasons for your appeal should include a discussion of the extent to which you responded to assignment objectives, the quality of your writing (to include grammar and spelling, organization, flow and clarity), and any relevant feedback provided in the grading that you might have questions or concerns about. If there is something about an assignment that is unclear to you, it is your job to bring this to my attention in advance of the due date. Students wishing to appeal a grade must email me with the required information no later than two weeks after the assignment has been returned to students.

Students with Disabilities:

If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all my students to have an excellent learning experience. Please either email me or ask to meet me personally about your accommodation by the second week of class or as soon as possible after the disability has been recognized or incurred.

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 Johnson St. #2104, Madison, WI 53706 Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Promptness in Online Communications:

Prompt responses to all class communication requirements, as indicated in the syllabus, are expected. I may take actions if you are consistently unresponsive to inquiries about your participation in or understanding of class content in Canvas communications or via private email. I may also consider a significantly late response to a required interaction as an "absence" for purposes of evaluating your participation in class activities. If this were a class where you are responsible only for knowing how to achieve a correct answer, this may be a different expectation. Since Social Work is an applied, skill-based profession, your interactivity is a critical component in my ability to evaluate your acquisition of knowledge that will affect not only your grade but also the lives of your clients in real-life. Repeated unresponsiveness may impact your grade. I will consider an un-responded-to email or Canvas communication an absence if you have not notified me that you will be unavailable for a given period of time.

Attendance & Professional Participation Policy:

To ensure a quality educational experience, students must participate in online class activities on a timely basis. In online education, you can respond at 2am or in the middle of a Sunday afternoon; it's up to you. However, you are also a member of a class cohort, and your fellow students are depending on your responses to assigned group conversations to support their understanding of class material just as you are depending on them; we are connected remotely, but are an interactive community of scholars who are learning together. Your active, regular and timely participation is essential to a successful learning experience for all. If you are going to be unavailable for a period of time during this 7-week class, you are required to inform me via email in advance. **Because this class will include interactive communications with me and fellow students, your participation is crucial to our group learning exchange.**

Plagiarism Policy:

Code of Ethics, Professional Conduct & Plagiarism:

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School's Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

Plagiarism:

Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:

1. The appropriation of passages or complete works of another person and submitting them as one's own work – in either written materials or speeches.
2. The presentation of ideas of others as one's own without giving credit.

There are two major forms of plagiarism:

1. Using direct quotes from others' written or spoken work and presenting them as one's own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author's original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Process:

- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:

- Based on the seriousness of the sanction, the instructor may inform the Dean of Student's Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student's Office when imposing any of these sanctions. This action is taken so the Dean of Student's Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (<http://www.students.wisc.edu/doso/acadintegrity.html>).
- Note: Students can appeal any sanctions.

For more information: Academic misconduct rules procedures can be found in UWS 14:
<http://www.students.wisc.edu/doso/docs/UWS14.pdf>

For guidelines on quoting and paraphrasing: UW-Madison Writing Center
<http://writing.wisc.edu/Handbook/QuotingSources.html>

Grade Appeals/Grievance Policy:

The process for appeal a final grade is set forth in the School of Social Work's Student Rights and Responsibilities Handbook: <http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf>

UW-Madison Email:

UW-Madison offers and supports an official email system as the official means of communication among students, faculty, and staff. Accordingly, students are expected to read and act upon messages sent to their official campus (NetID@wisc.edu) email account in a timely fashion and bear the responsibility of missed messages.

Syllabus Disclaimer:

This syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student of this course. Every effort will be made to avoid changing anything represented in it but the possibility exists that unforeseen events will make syllabus changes necessary. When this occurs, you will be sufficiently notified and an amended syllabus will be posted.

Appendix A: CSWE Competencies

CSWE Competency Addressed in Course	Course Content	Module in the syllabus
<p>1: Demonstrate ethical and professional behavior Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice.</p>	<p>Lecture, reading, assignments and discussion related to dimensions of ethics in the schools and the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics as well as School Social Work Supplemental Ethics (K, V, C & AP)</p> <p>Reading and small group activities exploring these issues and professional behavior required. (K, S, C & AP)</p> <p>School Social Work professional portfolio development (K, S, C& AP)</p> <p>Artifact #1-Summary discussion/history of education and school social work (K, V, C & AP)</p> <p>Artifact #3- Critical analysis of truancy or homeless policies (K, V, C & AP)</p>	<p>Mod 2, 3, 19</p> <p>Mod 13, 19</p> <p>11/3/18</p> <p>Mod 2, 3</p> <p>Mod 12</p>
<p>2.1.2 Engage Diversity and Difference in Practice Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Lecture, reading, assignments and discussion related to dimensions of diversity issues in the schools and the intersectionality of multiple factors affecting diversity in relation to race, culture, gender, sexual identity, poverty and privilege. (K, S, C & AP)</p> <p>Impact on diversity factors that impact student performance, family engagement and discipline. (K, S, &C & AP)</p> <p>School to prison pipeline factors related to diversity issues. (K, S, & AP)</p> <p>Artifact #2 critical analysis of RTI/PBIS (K, S, C & AP)</p> <p>Artifact #3- Critical analysis of truancy or homeless policies (K, S, C & AP)</p> <p>Final Paper- Final Paper-Special Ed. Evaluation or Group lessons (K, S, C & AP)</p>	<p>Mod 4, 5, 6, 10, 16</p> <p>Mod 4, 5, 6 Mod 8, 16</p> <p>Mod 10, 12</p> <p>Mod 9</p> <p>Mod 12</p> <p>Mod 19</p>
<p>2.1.3: Advance Human Rights and Social, Economic, and Environmental Justice Advanced Generalist social workers demonstrate in their focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of</p>	<p>Lecture, reading, assignments and discussion related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies in schools. (K, S, C & AP)</p> <p>Understanding of risk factors for failure in schools. -homelessness & truancy -behavior intervention plans -teen sexual activity</p>	<p>Mod 1, 7, 10, 12</p> <p>Mod 4, 5, 6 Mod 13, 19</p>

<p>oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</p>	<p>-achievement gap (K, V)</p> <p>Identification of inequities of access to programs and “unintended” impact of various policies.</p> <ul style="list-style-type: none"> -Truancy policies -Trauma informed schools -achievement gap -school to prison pipeline (K, S, V, C & AP) <p>Artifact #3-Critical analysis of truancy or homeless policies (K, S, V, C & AP)</p> <p>Final Paper-Special Ed. Evaluation or Group lessons (K, S, V, C & AP)</p>	<p>Mod 4 Mod 16 Mod 19 Mod 19</p> <p>Mod 12</p> <p>Mod 19</p>
<p>2.1.4: Engage in Practice-informed Research and Research-informed Practice Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice</p>	<p>Lecture, reading, assignments and discussion related to dimensions of evidence based methods and practices in schools. (K, S, V, C & AP)</p> <ul style="list-style-type: none"> -Special Education -Restorative practices -RTI & PBIS -Classroom & groups -Ethics in mandated reporting <p>Focus on assessments and interventions and their implementation in education settings.</p> <ul style="list-style-type: none"> -Restorative Practice -Trauma informed schools -CBT in schools (K, S, V, C & AP) <p>Artifact #4-Formal assessment (K, S, V, C & AP)</p>	<p>Mod 5,6 Mod 9 Mod 7 Mod 11 Mod 13</p> <p>Mod 9 Mod 16 Mod 17</p> <p>Mod 16</p>
<p>2.1.5: Engage in Policy Practice Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in the focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in the focus area, the role of policy in service delivery, and the role of practice in policy development in the focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within their focus area practice settings at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in the focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and evaluation in the focus area.</p>	<p>Lecture, reading, assignments and discussion related to dimensions of local, state and national policies in education with emphasis on the role of the school social worker. (K, S, V, C & AP)</p> <ul style="list-style-type: none"> -ESSA (federal law) -student services policies -McKinney Vento Act -Truancy laws -Special education law -Mandatory reporting laws -Sexual identity policies -other education policies <p>Discussion of policy development, implementation and change. (involving the above stated policies) (K, S, V, C & AP)</p> <p>Artifact #2-critical analysis of RTI/PBIS (K, S, V, C & AP)</p> <p>Artifact #3-Role of social worker in policy of homelessness or truancy (K, S, V, C & AP)</p>	<p>Mod 1 Mod 2,3 Mod 4 Mod 4 Mod 5,6 Mod 8 Mod 12 Mod 19</p> <p>Mod 8 Mod 12</p> <p>Mod 9</p> <p>Mod 12</p>
<p>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the</p>	<p>Lecture, reading, assignments and discussion related to family engagement and strategies to work with students in school to enhance emotional health and academic performance.</p> <ul style="list-style-type: none"> -School social work standards (K, S, V, C & AP) <p>-Impact of school attendance (K, V, C & AP)</p> <p>-Impact of race relations, micro aggressions and education (K, V, C & AP)</p>	<p>Mod 2,3</p> <p>Mod 4,8</p> <p>Mod 10, 19</p>

<p>social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness</p>	<p>-Violence prevention in schools (K, S, V, C & AP)</p> <p>Artifact #3-critical analysis of policy and procedure with homelessness & truancy (K, S, V, C & AP)</p>	<p>Mod 14</p> <p>Mod 12</p>
<p>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities Advanced Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness. Advanced Generalist social workers demonstrate an understanding of how their personal experiences and affective reactions may affect their assessment and decision-making</p>	<p>Lecture, reading, assignments and small and large group discussions covering assessment knowledge and skills to the following content areas: (K, S, V, C & AP)</p> <ul style="list-style-type: none"> -Collaboration -Homelessness & truancy -Special Education -RTI & PBIS -Teen Pregnancy -Groups and classrooms -LGBTQ issues -confidentiality and reporting -Violence prevention and FBA -Trauma informed schools -Various mental health approaches -Oppression issues in schools <p>Artifact #4-Formal assessment (K, S, V, A)</p>	<p>Mod 3</p> <p>Mod 4,8</p> <p>Mod 5,6</p> <p>Mod 7</p> <p>Mod 8</p> <p>Mod 10</p> <p>Mod 12</p> <p>Mod 13</p> <p>Mod 14</p> <p>Mod 16</p> <p>Mod 17</p> <p>Mod 19</p> <p>Mod 16</p>
<p>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities Advanced Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter organizational collaboration as appropriate, in evaluating and implementing interventions.</p>	<p>Lecture, reading, assignments and small and large group discussions covering interventions-various evidence based approaches in the following content areas: (K, S, V, C & O AP)</p> <ul style="list-style-type: none"> -Collaboration -Homelessness & truancy -Special Education -RTI & PBIS -Teen Pregnancy -Groups and classrooms -LGBTQ issues -confidentiality and reporting -Violence prevention and FBA -Trauma informed schools -Various mental health approaches -Oppression issues in schools <p>Final paper-special ed. Evaluation (K, S, V, C & AP)</p>	<p>Mod 3</p> <p>Mod 4, 8</p> <p>Mod 5,6</p> <p>Mod 7</p> <p>Mod 8</p> <p>Mod 10</p> <p>Mod 12</p> <p>Mod 13</p> <p>Mod 14</p> <p>Mod 16</p> <p>Mod 17</p> <p>Mod 19</p> <p>Mod 19</p>
<p>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities Advanced Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.</p>	<p>Lecture, readings, assignments and small and large group discussions and assignments using various evaluation tools for *school social work interventions such as (K, S, V, C & AP)</p> <ul style="list-style-type: none"> -special education -RTI/PBIS -Programs to address truancy -Programs to address at-risk issues and resulting school behaviors -Programs to address social injustice and racial disparities -Professional development <p>*Artifact #2-Critical Analysis of RTI/PBIS</p> <p>Final Paper (choice A)</p>	<p>Mod 5,6</p> <p>Mod 7</p> <p>Mod 8</p> <p>Mod 5,7,12</p> <p>Mod 10,14,16</p> <p>Week 2, 20</p> <p>Mod 9</p> <p>Mod 19</p>

Appendix B: School Social Work Standards (DPI)

B.Course Competencies- Department of Public Instruction Standards

Competencies addressed in course	Course Content relevant to Dimensions that Comprise the Competency	Modules Located in Syllabus
1. Social Welfare and Educational Policy	<p>A. Demonstrate knowledge of public education, legislation, case law, due process and social policy issues that impact the pupil-school-community and school social work practice. Demonstrate how to affect children’s learning, parent involvement and school functioning. Include an overview of the history of School Social Work, specifically:</p> <ul style="list-style-type: none"> • Section 504 of the Rehabilitation Act of 1973 Handicapped Persons: Rights under Federal Law • PL 94-142 Education of All Handicapped Children Act • Policies regarding student discipline, suspension, expulsion, and zero tolerance • PL 100-77McKinney –Vento Homeless Education Act • ESSA- Every Child Succeeds Act <p>B. Understand the issues that affect the school and school social worker at the micro, mezzo and macro levels of society as they relate to schools</p> <p>C. Demonstrate a basic understanding of the school as a social system</p> <p>D. Demonstrate knowledge of the School Social Work Content Standards</p>	<p>Artifacts 1,3, Final</p> <p>Artifacts 1 & 3</p> <p>Artifact 1</p> <p>Artifact 1</p>
2. Social Work Values and Ethics, including the Mission of Public Education and understanding professional school social work and pupil services standards	<p>A. Specifically to include PI 34.02- Teacher Standards (10 total).</p> <p>B. Wisconsin Educators must meet specific training in:</p> <ul style="list-style-type: none"> • Conflict resolution between pupils and between pupils and staff • Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils. • Dealing with crisis, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons. <p>C. Understanding the relationship between school social workers, students and parents, the school staff and outside agencies</p> <p>D. Prevention and intervention in truancy and dropout rates</p> <p>E. Portfolio Development</p> <p>F. Understanding Educator Effectiveness Evaluations and Professional Development Plans (PDP)</p>	<p>Artifacts 1 & 2</p> <p>Artifacts 2 & Final</p> <p>Artifacts 1,2, 3</p> <p>Artifact 3 All assignments</p> <p>Artifacts 1 & 2</p>
3. Social and Economic Justice and populations at risk	<p>Understand how this standard applies in the school setting, specifically:</p> <ul style="list-style-type: none"> • Resiliency in schools • Understanding the dynamics of risk factors for school failure and strategies to address them • Strategies to combat discrimination, oppression, institutional racism and economic deprivation; how they operate and appear in schools and learn specific strategies to address them • How the “achievement gap” for students of color reveals itself in the school setting 	<p>Artifact # 3</p> <p>Artifacts #2 & 3 Final Paper</p> <p>Artifact #2 & Final Paper</p> <p>Artifacts #2 & 3 Final Paper</p>

	<ul style="list-style-type: none"> • Identification of inequities in access to school and community programs and services for children, youth and families 	Artifact #3
4. Systematic Assessment of individuals, families, schools and community	<p>Understand and demonstrate skills in:</p> <ul style="list-style-type: none"> • Formal assessments used in schools of adaptive skills, functional behavioral and Responsive to Intervention (RTI) • Recognizing and impacting patterns of achievement and adjustment at critical points in students' growth and development • Writing comprehensive assessments of students suspected of having disabilities related to Special Education (evaluations, IEP's) and 504 plans. • Assessment and screening for barriers to learning such as substance abuse, mental illness and trauma • Trauma in schools and Trauma Informed Care in schools • Formal and informal policies of the school that may affect student' behavior and learning 	<p>Artifact #2 & Final Paper</p> <p>Artifacts # 2 & 4 Final Paper</p> <p>Artifact #2 & Final Paper</p> <p>Final Paper</p> <p>Artifacts #2,3, 4 Artifacts #2,3, 4 Final Paper</p>
5. Effective prevention and intervention with individuals, families, schools and communities.	<ul style="list-style-type: none"> • Utilization of a strength-based approach to enhance students' capacities, with especial emphasis on students in populations at risk • Design and implementation of practice strategies with persons from diverse backgrounds • Crisis intervention in schools • Counseling • Group work in schools and communication with teachers • Classroom instruction • Mediation and conflict resolution • Mental Health in schools, especially prevention and intervention in system wide settings, self-harm and depression issues for students • Consultation with staff • Development of written plans of service for students, such as IEP's, BIP's and 504 plans • Curriculum development for students • Professional development for staff • Community organization, including mobilization of school and community resources • Coordination of student transitions to/from community-based services and schools 	<p>Artifacts #2,3 Final Paper</p> <p>Artifacts # 2 Final Paper</p> <p>Artifacts #3 & 4</p> <p>Artifacts # 2 Final Paper</p> <p>Artifacts #2 & Final paper Final paper</p> <p>Artifact #2</p> <p>Artifacts 2 & 4 Final Paper</p> <p>Artifacts #2 & 4</p> <p>Artifact #2 & Final Paper</p> <p>Final Paper</p> <p>Artifacts #2</p> <p>Artifact 3 Final Paper</p> <p>Final Paper</p>
6. Human behavior and social environment	<ul style="list-style-type: none"> • Understand how school climate and dynamics affect learning • Application of theoretical frameworks to understand interaction between groups in the school setting • Restorative Practice in the schools 	<p>Artifacts #2, & 3</p> <p>Artifacts # 2 & 3</p> <p>Artifacts #2</p>

	<ul style="list-style-type: none"> Grief in Schools 	Artifacts #2 & Final Paper
7. Diversity Issues in the Schools	<ul style="list-style-type: none"> How cultural factors in race, gender, ethnicity, sexual orientation and social class affect behavior in schools. School environment impact on LGBTQ students and specific system-wide interventions and prevention techniques Application of understanding of issues in the school setting Ability to take cultural and other diversity factors into account in assessments (especially Special Education assessments) How to practice advocacy in the school setting 	<p>Artifact # 2, 3 & Final paper</p> <p>Artifacts # 2 & Final paper</p> <p>Artifact #2</p> <p>Artifact #2 & 4, Final Paper</p> <p>Artifacts #3</p>
8. Research, including:	<ul style="list-style-type: none"> Qualitative and quantitative methodologies Use of practice literature and empirically-based knowledge in the areas of children, youth, families and schools to: <ul style="list-style-type: none"> Provide high-quality school social work services and educational interventions Evaluate programs and services Evaluate one's own practice Initiate change Improve practice, policy and programs 	<p>Final Paper & Artifact # 2 & 4</p> <p>Artifacts #2,3</p>